**Field Experience Journal Theme 5**

Once again Brent and I taught American Studies to the 3rd and 4th period 9th Grade Academy students. Mr. Fuller had returned from his leave, and this time we taught a lesson Brent and I had created on the Boston Massacre. The students were supposed to be familiar with the topic due to their reading and other assignments, but Mr. Fuller did not think they really had a grasp of the material. Brent and I made a PowerPoint and included review questions on the French and Indian War and the ensuing British policies that angered the colonists. We introduced the Boston Massacre with a short video and then went on to teach about the “massacre”, the trial of the soldiers, and its significance in garnering colonial support against the British.

Our lesson could best be described as an interactive lecture. We included videos and images. We kept students involved by making our presentation mostly a question based review. We also had them compare and contrast two paintings and debate whether the Boston Massacre was a riot or a massacre. We had excellent student participation in both periods, but participation was dominated by a small group of students in each class. I tried to be on the lookout for students that did not raise their hands often, and Mr. Fuller reminded us to do this between periods. Our assessments were the class discussion and the assignments assigned by Mr. Fuller on the same material.

Mr. Fuller gave us some feedback between periods, so during 4th hour we tried to make the material more relatable to students. We had the students imagine what it would be like to house and feed soldiers while explaining the Quartering Act. Later, we had the students give us contemporary examples of protests while we were explaining colonial protests of British policies. In both sections we asked them to come up with examples of massacres and riots.

I need to find a better way to deal with attention seeking students. During 4th period a student kept raising his hand and often did not have anything to contribute. At one point I just said, “No,” and moved on to another student. I sought feedback from both Mr. Fuller and Mr. Sievek and will most likely thank students like that for their participation and remind them that the rest of the class needs to participate too. If they have something to say that they absolutely need me to know, they can write it down and give it to me at the end of class.

Discipline issues were very low compared to when there were substitute teachers instead of Mr. Fuller. We had to remind students to raise their hands if they wanted to contribute, otherwise they should not be talking. They were much better behaved once their regular teacher returned.

We had finishing current assignments as bell work in our lesson plan, but we did not have enough time left in either period. We had five minutes left in 3rd hour, and Mr. Fuller made the decision to allow them to sit and talk quietly. The bell rang during our wrap up 4th hour. I think that lesson took longer due to slightly more student participation and student interest in Mr. Sievek at the beginning of class.